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# Analogy as Pedagogy: Using What Students Already Know in Library Instruction

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# Analogy as Pedagogy

*Using What Students Already Know In  
Library Instruction*

# Hello!

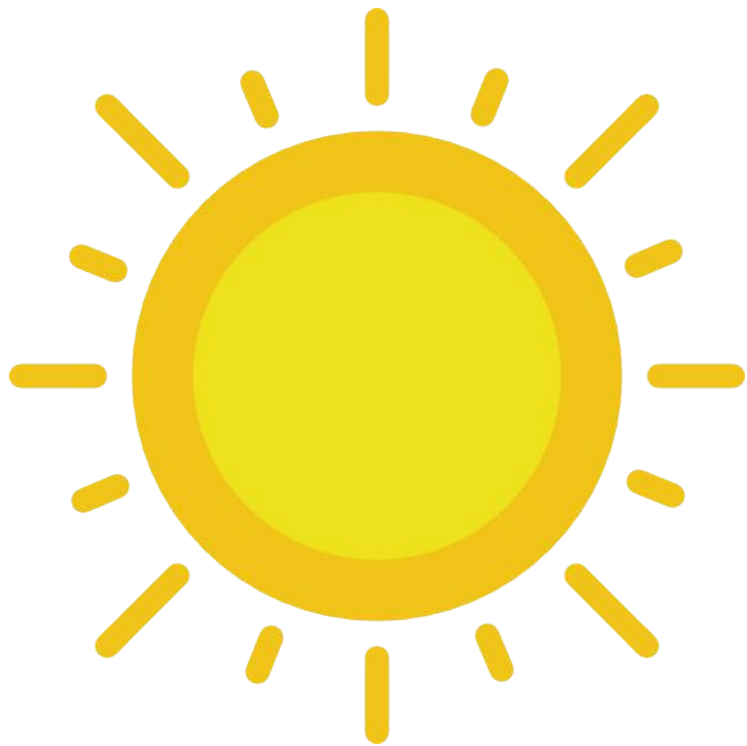
*I'm Maggie Murphy*

First-Year  
Instruction &  
Humanities Librarian  
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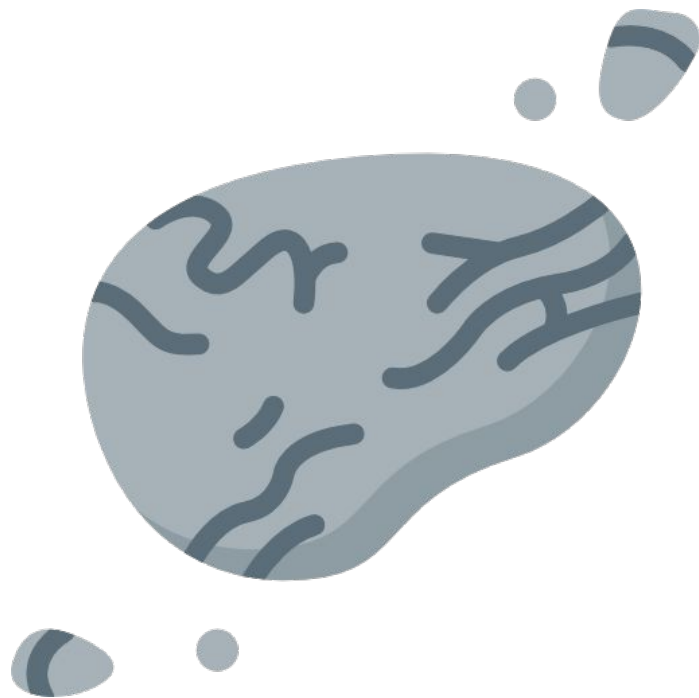
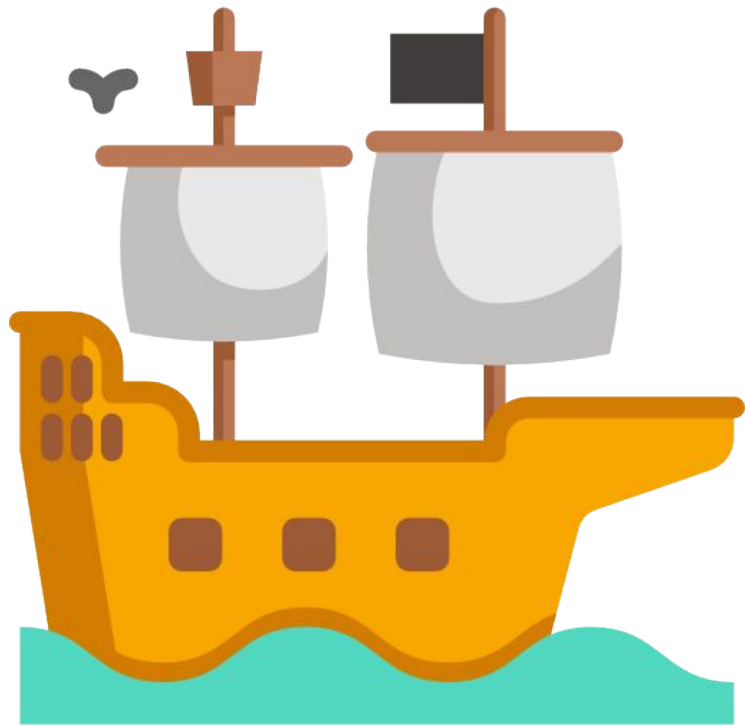


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# Uses of *Analogies*



*Plato*



Galileo



Steve Jobs



*Maggie Murphy*



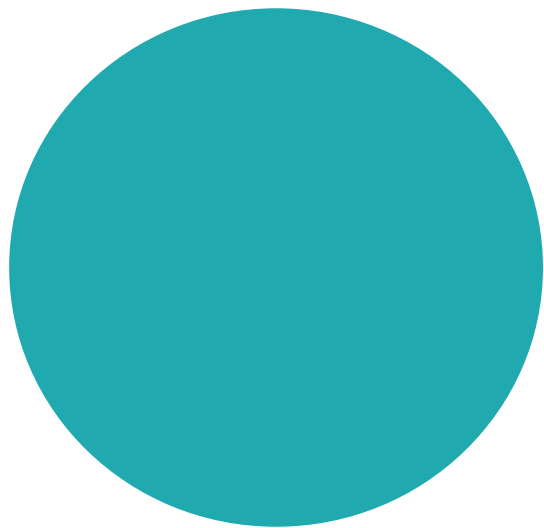
What is an  
*Analogy?*

"An analogy is a  
comparison of the  
similarities of two  
concepts."

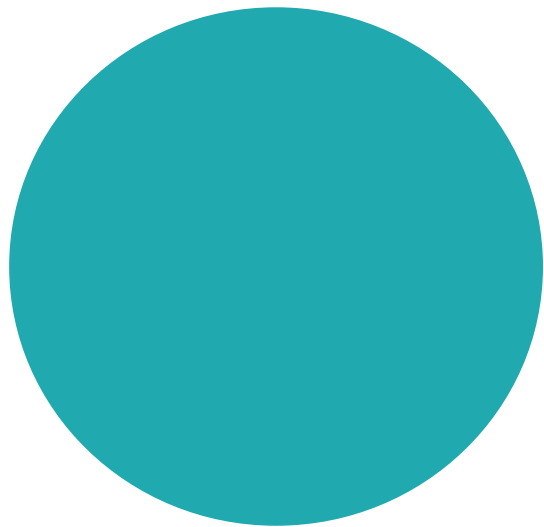
*(Glynn, 2008, pp. 114-115)*

"The familiar concept is called the **analog** and the unfamiliar one is the **target**."

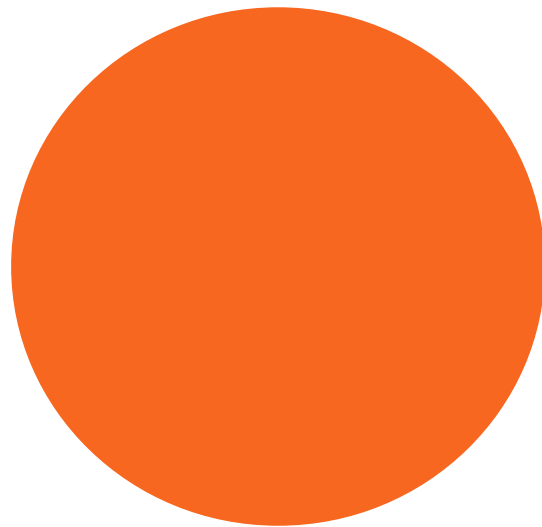
*(Glynn, 2008, pp. 114-115)*



*Target*



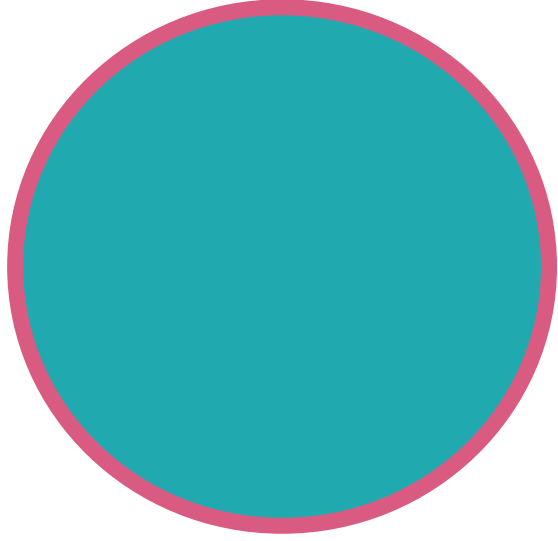
*Target*



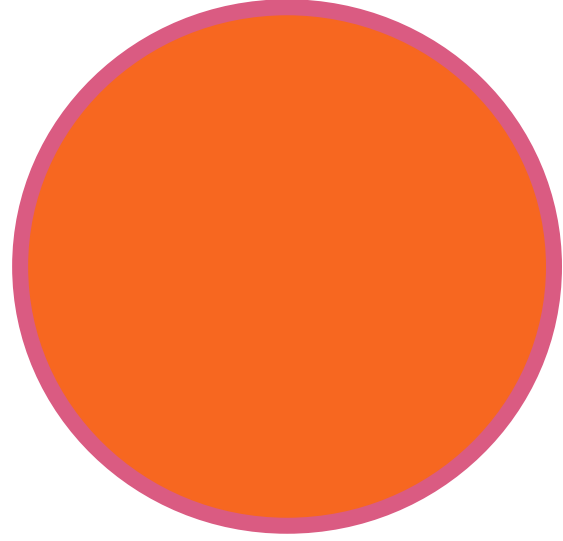
*Analog*

"If the **analog** and **target** share similar features, an **analogy** can be drawn between them."

*(Glynn, 2008, pp. 114-115)*



*Target*



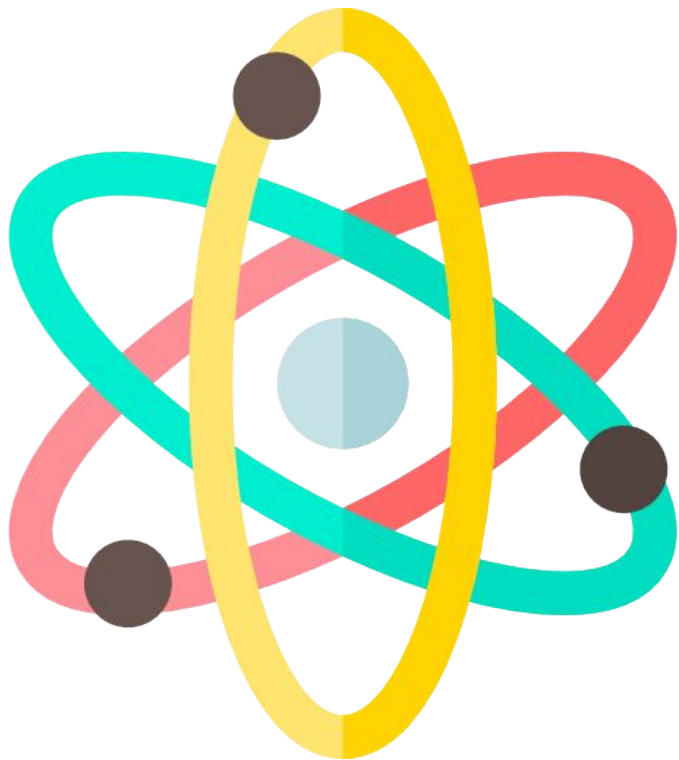
*Analog*

"Analogical reasoning can occur *between* conceptual domains and *within* a conceptual domain."

*(Glynn, 2008, pp. 114-115)*

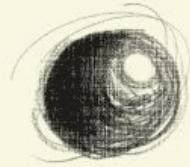


# Teaching with *Analogies*



***Science Instruction***

# What Is the Higgs?



Drawings by Nigel Holmes



# *Science Instruction*



### Step 3:

### Modeling Mental Tasks

*"Present a clear metaphor or analogy that makes clear the kind of thinking required to overcome the bottleneck."*

# Decoding the Disciplines

Analogies in

*Library  
Instruction*



*Why It Works*

The library catalog is like the collection of music files in your iTunes music library: It's the stuff you own. We own our books, so we keep information about them in a different place than info about our articles.

The databases are like your playlists on Spotify or Apple music: We subscribe to these platforms for access to content. We don't own our articles; we stream them. To find articles, we have to search in these databases.

## *Analogies I Use*

You know when you search for a movie on Netflix and it tells you the movie is only available as a DVD? Like, if you want to watch it, you need to sign up for the DVD plan and wait for them to mail it to you? The full-text limiter helps you avoid that.

In a database, clicking “full text” limits your search results to just the stuff you can read right now, in the specific database you’re using. It’s like excluding results that are DVD-only movies on Netflix if you only want to see what you can stream right now.

## *Analogies I Use*



Have you ever texted someone and autocorrect missed something you misspelled when you expected it to work? Or it corrects a word to a completely different word? Database citation tools are kind of like autocorrect.

The citation algorithm knows what a citation is supposed to look like, but when it takes information about an article from the database and tries to put it in the correct order for a citation, it sometimes formats the info in weird, incorrect ways.

## *Analogies I Use*

Pick  
current  
and  
relevant  
analog.

Get  
students  
to explain  
the  
analog.

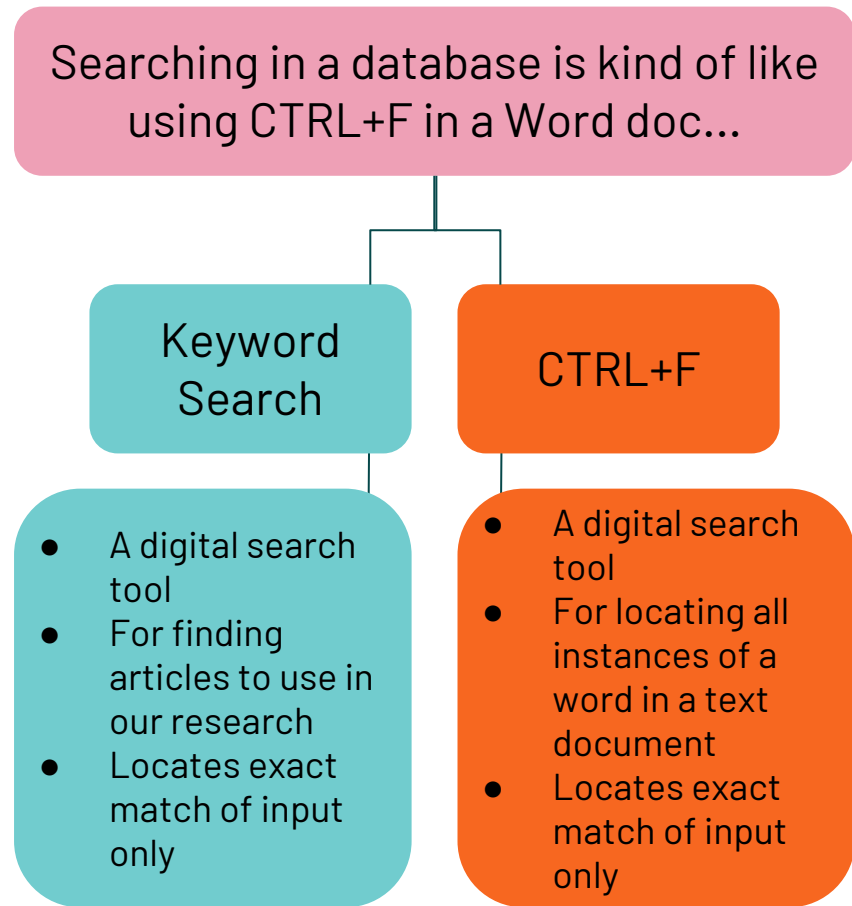
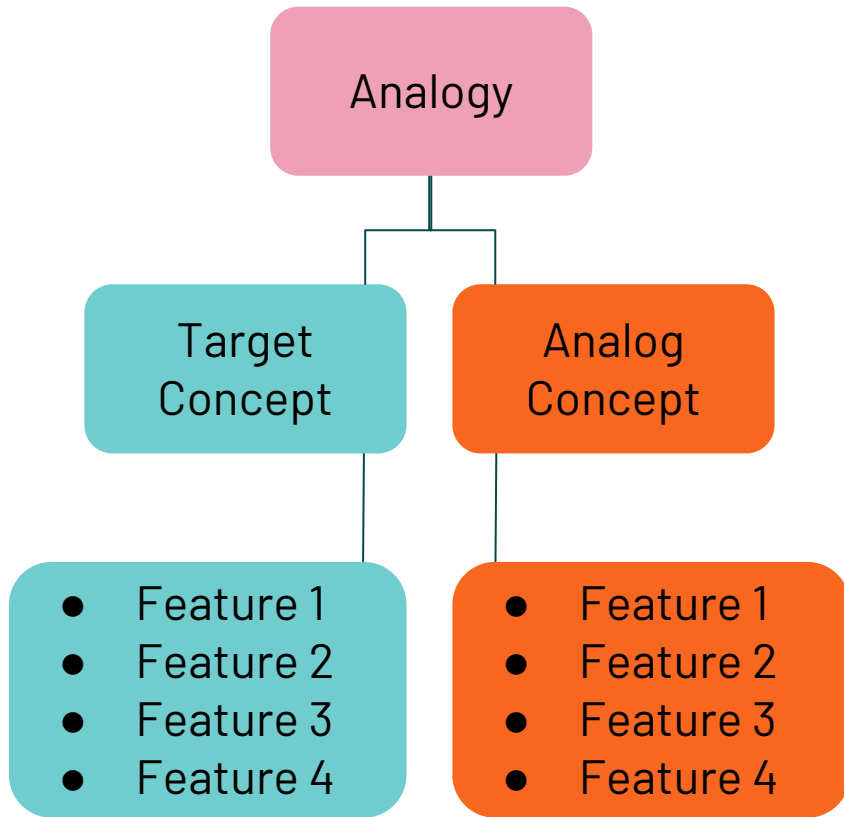
Resist the  
urge to  
improv.  
Ditch bad  
analogies!

*Using Analogies to Teach*

# Creating *Analogies*

"A systematic comparison...  
between the features of the  
analog and the target is  
called a mapping."

*(Glynn, 2008, pp. 114-115)*



## Analogy

### Target Concept

- Feature 1
- Feature 2
- Feature 3
- Feature 4

### Analog Concept

- Feature 1
- Feature 2
- Feature 3
- Feature 4

If you also had a Netflix subscription, you wouldn't give up streaming *Grey's Anatomy* just because you couldn't watch it on Hulu...

### Databases

- Articles
- You have access to more than one database
- Competitors have similar content but different holdings
- Search in more than one to find relevant research

### Streaming Platforms

- TV/movies
- You have access to more than one platform
- Competitors have similar content but different holdings
- Search more than one to find a specific show



# Analogy Brainstorming

1. What are you trying to explain? (This is your "target.")
2. Why is this concept or process "a stumbling block" for students?

3. Break down this concept into bullet points of major features or tasks (think physical and metacognitive!)
4. What familiar concept has similar features or tasks? (This is your "analog.") Your analogy might combine more than one analog to address all of the target features! Draw lines between the target and analog features that map to each other.

Target:

- 
- 
- 
- 
- 
- 

Analog:

- 
- 
- 
- 
- 
- 

Analog:

- 
- 
- 
- 
- 
- 

5.

Write out your analogy in narrative form. Explain the analogy. What is the relationship between the target and analog? Compare and contrast!

*Imagine that...*

*You know how...*

*Does anyone do/use/have...*

*It's kind of like the way...*

Get this worksheet!  
[go.uncg.edu/  
analogyaspedagogy](http://go.uncg.edu/analogyaspedagogy)

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